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ABSTRACT

This report presents the history and results of a vocational education articulation project conducted by Indian Hills Community College (IHCC) in cooperation with Merged Area XV Local Education Agencies. An abstract of the project outlines the institutions which cooperated in the project, the time covered by the project report, and the project's objectives and budget. Next, a chronology is presented of the major project activities from its inception in October 1981 through June 1984. Then, a project summary discusses the formation of a team of volunteer faculty from IHCC and area high schools whose task was to identify competencies, including conditions and criteria, as the basis for articulation in six vocational fields. After recommending a series of procedures for conducting similar articulation efforts elsewhere in Iowa, the report delineates obstacles experienced in carrying out the project. Finally, recommendations and conclusions are presented, highlighting the value of the task force approach as a method of communication and administration; in enhancing relationships and communication between high school and college teachers; and in developing a workable competency-based articulation model that is adaptable to the individual needs of educators and students. Appendices include a job description for the coordinator of the vocational articulation project; evaluations of the project by a consultant and task force members; and minutes of task force meetings. (HB)

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in cooperation with
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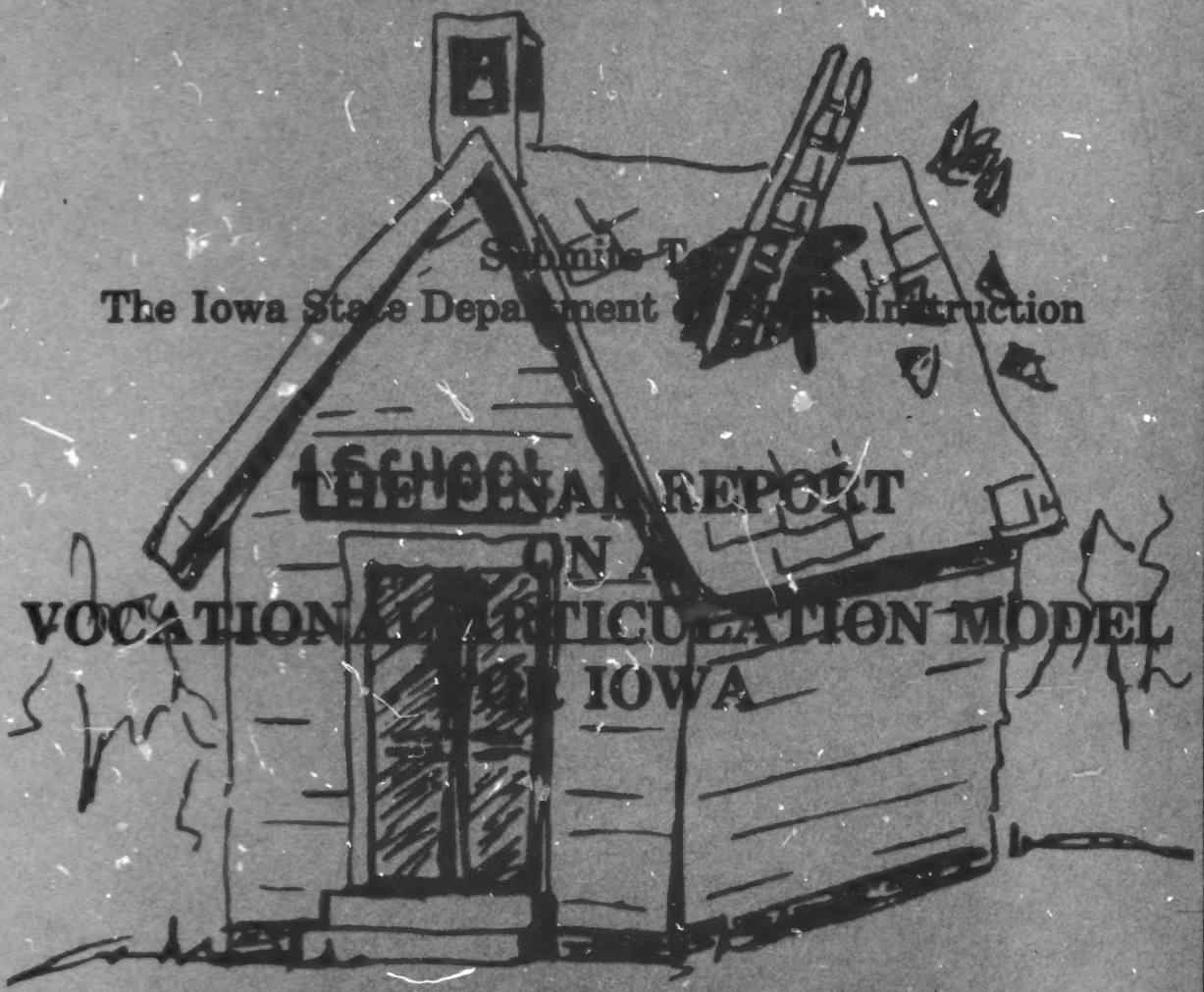

Submitted To
The Iowa State Department of Public Instruction

FINAL REPORT ON A VOCATIONAL ARTICULATION MODEL FOR IOWA

AUTHORS: Stephen M. Poort, Ed.D. — Director
Thomas Williamson, M.A. — Coordinator

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ABSTRACT

1. Cooperating Institutions:

   1. Indian Hills Community College
      Ottumwa Community School District
      Blakesburg Community School District
      Fairfield Community School District
      Other selected Local Education Agencies
      of Merged Area XV.

   2. Iowa Department of Public Instruction
      Iowa Curriculum Assistance Systems
      Iowa Development Commission

2. Project Title: A Vocational Education Articulation Model for Iowa - Secondary Through Post-Secondary

3. Time Covered by Report:

   The Indian Hills Community College/Merged Area XV L.E.A., competency-based articulation project was officially approved for funding March 1, 1982. It ended June 30, 1984. In the initial stages of the project, March through August 1982, research information and organizational meetings were the main focus. During the latter phase of the project, August 1982 through June 1984, action was taken to develop and to implement competency-based articulation curriculum.

4. Objectives:

   1. Establish a Vocational Articulation Project Advisory Committee representative of LEA's, Merged Area School, AEA's, Regent's Institutions, private colleges, and the Department of Public Instruction to provide overall guidance in the conduct of this project.

   2. Establish six vocational task forces consistent with the geography, interest, and school size. This task force represented local and statewide needs - recognizing the recommendation of the Vocational Articulation Feasibility Committee that welding, machine shop/machinist, electronics, secretarial/clerical, and drafting be included. Home Economics or Agriculture to be added as per recommendation of the DPI Review Committee.

   3. Communicate on a regular basis the status of this project to Merged Area XV schools as well as selected agencies and groups which indicated an interest in the project.

ABSTRACT
Objectives (Cont.)

4. Review state and national literature for successful models of a comprehensive articulation design.

5. Develop a plan of action encompassing a vocational articulation model for Iowa to articulate to secondary schools, merged area schools, and four-year, degree-granting institutions. The plan proposes to . . .

   a. upgrade faculty awareness and understanding of articulation;

   b. develop the vocations to be articulated;

   c. determine the roles and process to be followed in implementing the project design;

   d. develop a common list of vocational competencies to effect satisfactory articulation by each of the six task forces;

   e. eliminate potential areas of duplication when students move from one grade level to the next;

   f. measure student outcomes;

   g. demonstrate effectiveness through field-testing selected components in the identified curricular areas.

6. Share the completed articulation document with demonstrated student outcomes between cooperating institutions.

7. Complete an internal, self-evaluation of the total project with input gathered from all affected organizations.

8. Submit to the Department of Public Instruction print-ready copy of the completed plan of action for vocational articulation.

Budget:

	Total	Federal	Local
FY 82	$69,669	$48,174	$21,495
FY 83	64,460	43,598	20,862
FY 84	59,830*	39,067*	20,763*

* This final report was prepared prior to June 30, 1984. Therefore, these figures are projected. All other figures represent actual expenditures.

CHAPTER I

PROJECT CHRONOLOGY

ARTICULATION PROJECT CHRONOLOGY

October, 1981

A. The feasibility of implementing a competency based articulation project involving Indian Hills Community College and Merged Area XV Local Education Agencies was discussed. Attending the meeting were instructors, administrators and other representatives from Indian Hills Community College, Ottumwa High School and Southern Prairie Area Education Agency XV. A commitment for cooperation was established from those instructors who would compose a task force charged with the responsibility of writing competency based articulated curriculums, and acting as resource persons to the project director and coordinator. Task force members were selected according to their expertise in the vocational areas, which have to be articulated. These areas include: welding, drafting, office occupations, electronics, machine trades and agriculture occupations, Instructor compatibility was also a criterion. The project called for task force members to be paid for their involvement. As a result of the October 21, 1981, meeting, secondary and post-secondary instructors were paired as task force representatives on each vocational area. Also, at the October 21, 1981, meeting, information from the Educational Research and Information Center regarding other national articulation efforts was shared with participants. This information would later prove helpful to both the task force and the articulation project coordinator.

B. November, 1981

A formal proposal entitled "A Vocational Education Articulation Model for Iowa - Secondary Through Post-Secondary" was submitted to the Iowa Department of Public Instruction. The proposal was endorsed by administrators and representatives from Iowa State University, Ottumwa High School, Southern Prairie Area Education Agency XV, and unanimously by all members of the Merged Area XV Superintendents' Association.

C. December, 1981 through February, 1982

Time was spent solidifying support for the project and gathering additional information on other articulation projects.

D. March, 1982

Indian Hills Community College was officially awarded the articulation grant. A search for a qualified candidate for the coordinator's position was begun. See Appendix A for a copy of the job description.

Doug Walstrom was hired as project coordinator. The first task for the coordinator was to become familiar with the project, its goals and objectives and the key people involved, such as task force members, consultants, representatives of Indian Hills Community College, local high school faculties, and Area Education Agency personnel.

E. April, 1982 through July, 1982

The coordinator discussed project objectives along with established national articulation models with individual task force members. Specific goals and expectations of task force members were considered. Responsibilities of the task force were developed. Their most important functions were to . . .

1. write a competency based articulated curriculum model for each subject area;

2. construct tests, student competency records, and other materials important to the curriculum models;

3. evaluate and revise curriculum drafts;

4. act as resource persons to provide guidance to the articulation coordinator and director;

5. chair discussion groups in meetings with private sector business and industry representatives. Secondary instructors were invited from the twenty-six school districts to discuss the content of the models;

6. promote the concept of competency based articulated curriculum to Merged Area XV Local Education Agencies and to other interested organizations.

ARTICULATION PROJECT CHRONOLOGY (CONT.)

F. April, 1982 through July, 1982

The coordinator developed a timetable for meeting project objectives. Task force members along with the coordinator continued to review literature supplied by Dr. John Van Ast, Project Consultant. A plan of action was discussed resulting in the entering of a second major phase in the development of the project*.

OPERATIONAL CHRONOLOGY

A. August, 1982 through October, 1982

A meeting was held with the task force, project director, the Indian Hills Community College vocational/technical director (Charles Lawson), and newly hired articulation coordinator (Tom Williamson) in attendance. The new coordinator was introduced to the task force and a format for the curriculum models was decided upon. The format which was adopted was replicated from a comprehensive competency based articulation project administered by the Lincoln Nebraska Community Schools and Southeastern Community College (also from the Lincoln, Nebraska area). A deadline for completion of rough draft curriculum models was set for early November. Completed rough drafts were printed, and copies were sent for perusal to private sector representatives, who were jointly selected by the Iowa Development Commission and task force members. Secondary instructors also reviewed the rough draft curriculum models prior to the November 18 curriculum validation meeting.

B. November, 1982

A meeting was held with private sector representatives and secondary peer instructors to review rough drafts of the curriculum models. Each private sector representative and secondary peer instructor possessed expertise in at least one of the six articulated subject areas. They reviewed the rough draft curriculum models in small groups with one or both of the task force members present who were responsible for writing the curriculum models. Task force members let the small group discussions and recorded suggestions for improving the curriculum models.

* Due to the reoccurrence of major administrative difficulties in conducting the project, the coordinator resigned effective July 22, 1982.

C. December, 1982 through January, 1983

It was decided during a meeting with task force members that February 15, 1983 would be the deadline for synthesizing input received from private sector representatives and secondary peer instructors into the rough draft curriculum models. These models were then edited.

D. February, 1983 through May, 1983

The months of February and March were spent on the creating of video tape and sound and slide productions to be used in presenting the articulation project to interested groups.

In a March 7, 1983 meeting with task force members, it was decided to add a section to the curriculum models depicting enabling tasks (those tasks that compose a competency within an articulated subject). Also approved by the task force was the addition of a competency record or checklist and a section illustrating the jobs for which a student may qualify after meeting the appropriate competencies within each curriculum model. Jobs in the section mentioned above were to be accompanied by Dictionary of Occupational Titles (D.O.T.) numbers. During the March 7, 1983, meeting, task force members set a date (May 6, 1983) to visit secondary peer instructors at Oskaloosa, Centerville, and Fairfield High Schools. The purpose of the visits was to solicit further input on the rough draft curriculums. Another reason for the high school visits was to determine how the instructors felt about field testing the curriculum models, and to determine an appropriate time for field testing. Most secondary peer instructors agreed that fall of 1983 would be more feasible than the spring of 1983 for field testing.

On April 11, 1983, a meeting was held for secondary administrators and counselors to explain the articulation project, answer questions regarding the project, and solicit their support. Model curriculums were shared during this meeting.

E. May, 1983 through June, 1983

Former Indian Hills Community College Information Director, Lewis Debo was hired to edit the synthesized rough draft curriculum models. Planning for fall field testing also began during this period. The coordinator began writing the final report on the articulation project as required by the Iowa Department of Public Instruction.

F. July, 1983 through August, 1983

Writing of the final report and planning for field testing continued since secondary schools were not in session during the summer.

G. September, 1983

On September 7 and 8, 1983, project consultants Dr. John Van Ast, Iowa State University, and Mr. Don Smith from the Department of Public Instruction evaluated the articulation project. The evaluation was very positive in that we achieved what we set out to accomplish. The major recommendation forthcoming was to include as many secondary schools in the field testing process as possible. A second meeting was held with private sector representatives to allow them an opportunity to appraise the appropriateness of the curriculum models. Feedback from the private sector representatives was minimal, suggesting that the revised rough draft curriculums were beginning to focus on the subject areas and competencies important to employers. For a copy of the evaluation see Appendix C.

H. October, 1983 through November, 1983

Final meetings were held with secondary peer instructors from Merged Area XV high schools to seek suggestions for modifications to the revised rough draft curriculum models. As occurred in the second meeting with private sector employer representatives, the secondary peer instructors felt that the revised rough draft curriculums were on target. Revised rough draft curriculum models were distributed to the instructors for field testing in the classroom. Instructors from 12 high schools in Merged Area XV volunteered to field test the curriculum models. Field testing terminated November 14, 1983. Some instructors participating in field testing actually followed the competencies as outlined in the models; while others chose to study the curriculum models as they taught their courses. Instructors using the latter method of field testing sampled competencies from the curriculum models and tried them in the classroom. Response from the secondary peer instructor field testing participants was overwhelmingly reaffirming. Suggestions for improvement were the same as those offered during the October 6 and 13 meetings. These suggestions were included in the revised curriculum models.

PHASE II

I. December, 1983 through March, 1984

After soliciting further recommendations for improving the revised rough draft curriculum models for private sector representatives, secondary instructors and task force members once again incorporated the desired revisions into their respective models.

Shannon Vesely, an English instructor from the Arts and Sciences division of Indian Hills Community College, was employed to edit the final curriculum models prior to final publication.

J. April, 1984

The articulation project coordinator met individually with task force members to create a transfer of credit policy and to enter the information into the curriculum models. Also during this month, the coordinator began writing a policy statement and a section for secondary administrators and counselors to be included in the final curriculum models.

K. May, 1984 through June, 1984

On May 3, 1984, an articulation project wrap-up meeting was held with both advisory committee and task force members present. Certificates of appreciation were given to task force members with the project formally evaluated by them during this meeting. Evaluation results are included in this final report. See **Appendix D.**

Final drafts of the curriculum models were printed in June of 1984 and distributed to all Merged Area XV Local Educational Agencies. The final comprehensive report on the articulation project was submitted to the Iowa Department of Public Instruction.

SUMMARY

Commencing with the grant award on March 1, 1982, Indian Hills Community College undertook the conduct of a project entitled, "A Vocational Education Articulation Model for Iowa - Secondary through Post Secondary". The charge from the State Department of Public Instruction called for a blueprint to be written descriptive of an articulation process, thus making it possible for others to emulate it should they so desire.

Indian Hills Community College identified a team of volunteer faculty from area high schools and the college to cooperate with The Iowa State Department of Public Instruction, The Iowa Development Commission, and the Iowa Curriculum Assistance Systems. This team identified competencies in specific vocational fields, including conditions and criteria, and mutually agreed to accept them as the basis for articulation. Vocational fields articulated were: secretarial and clerical, drafting, machine operator, electronics, welding and agriculture. This articulation process was utilized in identifying, validating, and accepting these competencies and is the key to successful articulation. Team effort and mutual trust were present throughout. There now is a blueprint that allows this process to be applied elsewhere.

The purpose of a pilot project such as this is to study a problem, determine the feasibility of solving that problem within a given setting, design a solution, and implement the solution in a way that communicates the process of solving the problem to others. The process utilized in the conduct of this study has been outlined on page 10 and accurately depicts a "roadmap" to follow, with suggested generic procedures. It is important to note that the process followed in designing and implementing articulated curriculum materials, texts, teaching methods, and evaluation methods are, and must be, the choice of individual educators and school systems.

Information on minutes of our meetings, those obstacles faced in the conduct of this study, conclusions reached, and recommendations for future efforts can be found in the appendices. The final evaluation instrument, and the tallied results, also appear in the appendices and were extremely positive. In summary, this project was a very challenging, time-consuming, and demanding one . . . but the professional rewards have been outstanding.

SUGGESTED PROJECT PROCEDURES

Those project procedures followed in the conduct of this study have led the project staff to recommend the following procedures for the undertaking of a similar articulation effort should it be desired elsewhere in Iowa:

1. Identify, appoint, and assemble an appropriate advisory committee.

2. Identify, appoint, and assemble an appropriate task force equally representative of secondary and post-secondary instructors.

3. Secure a commitment from all those to be involved both to the concept of articulation as well as to the duration of the project.

4. Base programs to be articulated on their compatibility with a competency-based approach.

5. Perform an information search on competency-based articulation projects to identify materials determined to assist in the effort.

6. Adopt a standardized format for all curricular models.

7. Request task force members to write a rough draft competency-based articulated curriculum for each program articulated.

8. Validate rough draft curriculums with the private sector and secondary peer instructors.

9. Include feedback in revising the rough draft curriculum models.

10. Employ a consultant to conduct a mid-point evaluation to determine project status.

11. Field test revised curriculum models with secondary school students from participating secondary schools.

12. Revise curriculum models in accordance with suggestions made when results of field testing are known.

13. Enter supplementary information such as competency testing, transfer of credit policy, student competency records, etc. into revised model curriculum.

14. Edit, retype, print, and distribute print ready copy of final model curriculums to interested groups.

OBSTACLES EXPERIENCED

An articulation effort of the magnitude and complexity as that demonstrated in this project will not be without problems. The following represent difficulties encountered during the continuation of this project.

1. There frequently was inadequate communication between superintendents, principals, counselors, and instructors.

2. Accurate lists of Merged Area XV L.E.A. counselors and vocational instructors with those subjects taught were not available.

3. Certain post-secondary task force members were apprehensive about accepting secondary competencies performed throughout the district at face value.

4. There was disagreement between task force members regarding model curriculum structure/format and competency testing policy.

5. Several secondary school task force members were not familiar with competency-based curriculums.

6. Full participation by secondary peer instructors, counselors, and administrators was difficult to achieve even when meals and transportation for participants were included.

7. Retirement, ill health, and the demands of the other work caused some task force members to postpone deadlines set for completion of project objectives.

8. Turnover of the Project Coordinator and task force faculty necessitated constant updating of project objectives.

RECOMMENDATIONS

1. Using a task force to guide and administer this articulation project is a workable model for others to emulate.

2. Task force responsibilities should include but not be limited to: adopting a standardized format for curriculum models; establishment of testing policy; determination of deadlines for project objectives; monitoring and project evaluation.

3. Model curriculums should be self-explanatory to instructors, counselors, administrators, and above all else to students.

4. Task force members need to be accessible to answer questions from model curriclum users - especially during field testing.

5. Released time and/or additional compensation for task force members is recommended.

6. Area Planning Councils appear to be an appropriate vehicle for statewide implementation of vocational articulation.

7. Task force members should "cut and paste" from existing articulation programs when writing model curriculums and supplementary materials.

8. Effective communication should be a stated objective between all involved persons in any vocational articulation effort.

9. Initial articulation should occur between secondary and post-secondary institutions within the same Merged Area.

10. Articulation is more easily attempted in those programs that are comprehensive and are offered at both the secondary and post-secondary levels within the same Merged Area.

CONCLUSIONS

The following conclusions result from the conduct of this study.

1. Process is more important than product, especially when implementing competency-based curriculum in an experimental project.

2. It is feasible to develop a workable competency-based articulation model that is adaptable to the individual needs of students and educators in Merged Area XV.

3. The project evolved into something much larger and more complex than originally anticipated.

4. The task force concept of guiding the project proves to be an effective method of communication and administration.

5. Enhanced communications and relationships between college and high school teachers are valuable by-products of the task force approach.

6. Secondary instructors are able to use their own instuctional materials when implementing the competency-based articulated curriculums.

7. Private sector representatives provide valuable feedback on topics covered in the competency-based articulated curriculums.

8. Task force members are capable of jointly determining a competency testing policy that best meets their respective needs.

9. A qualified consultant is beneficial and ensures a successful project.

10. Attempts to reproduce model curriculums with different faculty produce variances in style.

APPENDIX A

PROJECT COORDINATOR/VOCATIONAL ARTICULATION PROJECT

JOB DESCRIPTION

Minimum Job Requirements:

1. MS/MA minimum in a vocational discipline.
2. Minimum of 2-3 years of successful experience in vocational education, vocational curricular materials, industry and/or related educational endeavors.
3. Demonstrated ability to coordinate the efforts of several committees simultaneously.
4. Demonstrated ability to relate to vocational faculty, counselors, and administrators at the secondary post-secondary levels.
5. Demonstrated ability at written reporting.

Job Summary:

The Project Coordinator will serve under a 4-quarter contract effective March 2, 1982 reporting directly to the Dean of Instruction. Duties of the Coordinator include such things as: fiscal management of the project; preparation of reports on project status -- including the required reports to DPI; coordinate activities of consultant; be responsible for public relations and project publicity; chairing all advisory committee meetings; serve as resource person to faculty; facilitate communication between all interested parties; and interface this project's work with that being performed by the Area Planning Council and other interested state committees.

Work Performed:

1. Establish an advisory committee representative of the Department of Public Instruction, Local Education Agencies, and Merged Area Schools.

2. Establish a series of six vocational task forces consistent with the geography, interest, and school size represented by merged Area XV - in conformance with the recommendation of the Vocational Articulation Feasibility Committee that Welding, Machine Shop/Machinist, Electronics, Secretarial/Clerical, Agriculture, and Drafting be selected curriculum areas for research.

3. Develop a master plan for articulation that addresses the following:

   3a Upgrade faculty awareness and understanding of articulation.

   3b Improve understanding of roles and communication between secondary and post-secondary instructors in selected vocational program areas.

   3c Develop a common task list of competencies required on the job.

Job Description
Project Coordinator/Vocational Articulation Project

Work Performed (Continued)

3d Develop a common list of student competencies required for a student to matriculate successfully from secondary to post-secondary in each of the selected vocational program areas.

3e Eliminate areas of duplication and/or repetition when students move from level to the next.

4. Demonstrate the completed articulation document within cooperating institutions.

5. Submit print-ready copy to the Department of Public Instruction upon completion of the project.

APPENDIX B

ARTICULATION TASK FORCE MEMBERSHIP

AGRICULTURE INSTRUCTORS

Keith Wells
Fairfield Community School District
East Broadway
Fairfield, IA 52556
515 472-3347

Scott Moxom
Blakesburg Community School District
Box 98
Blakesburg, IA 52536
515 932-2203

Garland Ashbacher
Washington Hall
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Cedar Rapids, IA 52338
319 398-5568

Everett Pilkington
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Ottumwa, IA 52501
515 683-1557

DRAFTING INSTRUCTORS

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501 E. Second Street
Ottumwa, IA 52501
515 683-4444

Carl Moore
Indian Hills Community College
Centerville Campus
Centerville, IA 52544
515 856-2143

Daryl Beavers
Indian Hills Community College
Centerville Campus
Centerville, IA 52544
515 856-2143

ARTICULATION TASK FORCE MEMBERSHIP (cont.)

SECRETARIAL/CLERICAL INSTRUCTORS

Linda Poli
Indian Hills Community College
Grandview and Elm
Ottumwa, IA 52501
515 683-5204

Connie Schmitz
Indian Hills Community College
Grandview and Elm
Ottumwa, IA 52501
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Ottumwa, IA 52501
515 683-4444

WELDING INSTRUCTORS

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515 683-5214

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ARTICULATION TASK FORCE MEMBERSHIP (cont.)

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MACHINE SHOP INSTRUCTORS

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Ottumwa Industrial Airport
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Carl Lawrence
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501 E. Second Street
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Jake Mein
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APPENDIX C

ICAS
Iowa Curriculum Assistance Systems
Serving Vocational Education, Business and Industry

Project Director
John Van Ast Jr. Ph.D.

September 12, 1983

Steve Poort
Indian Hills Community College
Grandview & North Elm
Ottumwa, IA 52501

Dear Steve:

You and your staff should feel very good about the progress and quality of your articulation project.

The fact that you have identified teams of individuals from high schools, IHCC, and the private sector, and had them identify competencies in their specific program areas, included conditions and criteria - and have mutually agreed to accept those as the basis for articulation, is commendable. The process of identification, validation, and acceptance is the key to successful articulation. The list of competencies, the criteria and conditions is the blueprint that is used by all parties involved.

Related curriculum materials, texts, teaching methods, and evaluation methods are, and must be, the choice of individual educators and school systems.

Since some of the program areas have added a variety of items beyond the initial "competency lists", - and the extra items are very good - these extras should be separated from the competency sheets and placed in a supplementary document.

To those administrators from the local high schools, and specifically those IHCC administrators who were responsible for the support of, and the nitty gritty of this project, I say "stand up and take a bow" for demonstrating excellence in education, leadership and support.

The combined efforts of those involved in this project proven beyond a doubt that quality vocational education opportunities do not have to be financially expensive.

Iowa State University
College of Education

N008 Quad
Ames, Iowa 50011

515-294-8919

The following suggestions are listed as items for project implementation completion during 1983/1984.

1. For each of the six program areas, identify a list of curriculum/instructional materials which could be used by teachers. Such a list should be reviewed through a team effort.
2. Certificates of competence should be developed for each of the six programs.
3. A formal articulation agreement should be developed by IHCC and the 26 cooperating school districts.
4. A formal articulation plan should be developed between IHCC and each of the cooperating schools.
5. Equivalency program sheets must be defined between IHCC and each cooperating school - courses and competencies should be included.
6. The process of using numerous advisory committees has been extremely successful. However, IHCC needs to resolve between itself and DPI, that even though the project objectives called for several meetings of one advisory committee that this process of using several advisory committees not only meets project goals but is a more effective approach than the approach of using only one advisory committee.
7. Criteria for field test success must be delivered in advance of field testing and systematically documented.
8. Field testing participation should be extended to all 26 local school districts.
9. The objectives and process of the workshop for preparing high schools - the principal, counselor, and teacher - for conducting the field test of selected competencies, may possibly be the most important activity of this project.
10. Since the greatest need of participants in the project are (a) to be kept informed and (b) to receive appreciation for a job well done, it is pertinant that IHCC continue an active public relations process between IHCC, the 26 local schools, and the private sector.
11. A student handbook, and a process for inservicing participating students should be developed.
12. The project only touches the tip of the iceberg of the potential for articulation between IHCC and the local schools,
    (a) other vocational high school programs should work towards articulation,
    (b) high school academic programs, such as physics, math, and others, should work towards articulation with IHCC,
    (c) options within each local program should be students - e.g. implications for the L.D. student.

13. DPI should conduct a goal and cost analysis of this project to determine how this project's process can assist in meeting DPI's long range plan.

14. IHCC should inservice interested schools outside the geography of merged area XV, Indian Hills Community College. Materials developed by IHCC must not be simply mailed out. Its the process of the project which should be exported - not the product.

This project is truly exemplary in that it has demonstrated the process for successful articulation - team effort with mutual trust.

Sincerely yours,

John Van Ast, Ph.D.
Project Director
Iowa Curriculum Assistance System

JVA/jl

APPENDIX D

EVALUATION OF ARTICULATION PROJECT

FROM

TASK FORCE MEMBERS

DATE _____

INSTRUCTOR NAME _____

PROGRAM TAUGHT _____

SECONDARY _____ POST-SECONDARY _____

Your participation in the articulation project has been genuinely appreciated. Task force input during the development of the project was invaluable and necessary for the success of this pilot effort.

I would appreciate your cooperation in evaluating the project and making recommendations for improvement. Please respond to the statements provided below by circling the appropriate response. Your responses should correspond to the following scale:

1 = Strongly agree
2 = Agree
3 = Neutral
4 = Disagree
5 = Strongly Disagree

1. As a result of this project, I better understand the articulation process. 1 2 3 4 5

   Results: 11 strongly agree, 2 agree, 1 Neutral

2. This project will enable me to work more effectively with my advisory committee. 1 2 3 4 5

   Results: 8 strongly agree, 6 agree

3. As a result of my involvement in the articulation project, I have a better understanding of competency based education. 1 2 3 4 5

   Results: 10 strongly agree, 4 agree

4. I feel I am a more effective classroom teacher because of my involvement with the articulation project. 1 2 3 4 5

   Results: 11 strongly agree, 3 agree

5. I have a better relationship and enhanced communication with other task force members due to the articulation project. 1 2 3 4 5
   Results: 11 strongly agree, 3 agree

6. Competency based articulated curriculum has enhanced placement potential in my vocational program. 1 2 3 4 5
   Results: 5 strongly agree, 7 agree, 1 neutral, 1 no answer

7. Private sector representatives have a definite contribution to make to future articulation projects. 1 2 3 4 5
   Results: 11 strongly agree, 3 agree

8. Due to the involvement of private sector representatives in this project, I now have better relationships with employers. 1 2 3 4 5
   Results: 6 strongly agree, 5 agree, 2 neutral, 1 disagrees

9. I received adequate administrative support from the project coordinator. 1 2 3 4 5
   Results: 11 strongly agree, 2 agree 1 neutral

10. I would encourage fellow teachers to visit with their administration about expanding this articulation project into other fields. 1 2 3 4 5
    Results: 10 strongly agree, 3 agree, 1 neutral

11. I would recommend that similar projects be done in other areas of the state. 1 2 3 4 5
    Results: 12 strongly agree, 2 agree

12. This task force was an effective way to administer this project. 1 2 3 4 5
    Results: 10 strongly agree, 4 agree

13. The ability to earn additional money was a major reason for my participation in this project. 1 2 3 4 5
    Results: 5 strongly agree, 2 agree, 6 neutral, 1 no answer

14. I feel my program is compatible with competency based education. 1 2 3 4 5

Results: 9 strongly agree, 3 agree,
2 strongly disagrees

15. I feel my program strongly adapts to articulation. 1 2 3 4 5

Results: 9 strongly agree, 5 agree

16. writing articulated curriculums. 1 2 3 4 5

Results: 3 strongly agree, 1 agree
7 neutral, 1 disagrees, 2 no answer

17. I was given adequate time to meet deadlines. 1 2 3 4 5

Results: 8 strongly agree, 4 agree
1 neutral, 1 no answer

Task force members were asked the following questions; their responses can be examined on the next page.

What would you consider to be the major strengths of this Articulation Project? Project?

What would you consider to be the major weaknesses of this Articulation Project?

What suggestions for improvement do you have?

ARTICULATION PROJECT EVALUATION

WHAT WOULD YOU CONSIDER TO BE THE MAJOR STRENGTHS OF THIS ARTICULATION PROJECT?

- The necessary repeating of material once taken.
- Had enough time to get together and discuss, and the time being paid for time.
- Credit transfer potential - High School and Community College knowing each other's programs
- Has good possibilities.
- To enable students to use post-secondary education time to better advantage.
- Exposure to outreach secondary and the resultant exchange of tech.
- Communications with Indian Hills.
- Closer work with other schools and the benefits for our students.
- Helping students and the educational process
- Broadening our horizons. Kind and considerate coordinators. Personal growth - program identification.
- To better serve the community, and most of all the students living within this area.
- Enhance communications with the O.H.S. electronics program. Provide a method of rewarding high school credit via college credit.
- Communication between post-secondary and secondary schools. Much better understanding of the total process.

WHAT WOULD YOU CONSIDER TO BE THE MAJOR WEAKNESSES OF THIS ARTICULATION PROJECT?

- I don't feel there are any major weaknesses.
- Difficult to manage.
- Not clear what model we were using when we started. Too many subject matter areas in Ag.
- Did not break down credit hours.
- Poor organization early in project. Lack of direction, statement of purpose, etc. A director of a project who has a better grasp of curriculum in the articulated programs would be more effective
- Closer coordination with editing and publishing.
- Not enough programs involved.
- Failure to follow course set forth.
- Slow start - and length of time required.

WHAT WOULD YOU CONSIDER TO BE THE MAJOR WEAKNESSES OF THIS ARTICULATION PROJECT? (CONT'D)

- Clarify in beginning stages.
- Personally, should have had more time to visit with high schools in the area.
- No answer.
- Need more private sector input. We need more of our classes articulated - in the beginning we did not fully understand the total concept, but now realize more classes are applicable.
- As a first time project the deadlines and material available was difficult. Next time around we would be able to set more realistic deadlines.

WHAT SUGGESTIONS FOR IMPROVEMENT DO YOU HAVE?

- Really understand the final outcome goal so the correct classes can be articulated.
- Make all instructors possible aware of program, not just task force members.
- Identify as soon as possible the areas of the curriculum that can be articulated.
- no answer.
- Presently unsure in our area.
- Include more people and more programs next time.
- Always look for places to advance the programs.
- Establish articulation between High Schools in Area 15. Indian Hills and the Area Planning Council should lead this.
- Good start - learn from it.
- More input from the private sector (a wider variety of representatives). Better use of meeting time.
- Develop credit hours.
- Lets wait and see what we get.
- Inservice time of a major consequence should be provided competency based instructor.
- Keep the project going and keep it updated.

APPENDIX E

VOCATIONAL ARTICULATION

FEASIBILITY COMMITTEE

OCTOBER 21, 1981

These minutes were recorded at a meeting between Indian Hills Community College, Ottumwa High School, and Southern Prairie AEA representatives on Wednesday, October 21, 1981 at 6:30 p.m. at the Red Lyon Inn in Ottumwa. The purpose of the meeting was to discuss the feasibility of submitting an application to design and implement competency based articulated programs in selected vocational fields for grades 10 through 16 with possible student validation through national testing.

Those attending were Dallas Dorsey, Bob Allison, Connie Schmitz, Linda Poli, Carol Gullion, Carl Moore, Jerry Harshman, Ed Kuntz, Ed Myers, Charles Rosenbalm, Frank Huston, Carl Lawrence, Harley Hecker, Jack Mein, Ron Langgin, Jerry Ostrum, Ray Wingate, Chuck Lawson and Dr. Stephen Poort.

BACKGROUND

Dr. Poort called the meeting of representatives to order from Ottumwa High School, Indian Hills Community College and Southern Prairie AEA and gave a brief background of the project. Preliminary affirmative responses had been received from both Mr. Ed Kuntz, Principal of Ottumwa High School, and Mr. Ray Wingate, Director of Ed Services with the Southern Prairie AEA. Dr. Poort explained the proposal would be a $50,000 grant for the year '82 and another $50,000 for the year '83, with the proposal deadline November 1, 1981. He called attention to the timeline on the proposal, and a decision was imperative at this meeting in order to meet the proposal's timetable.

OBJECTIVE

An explanation of the proposed project objectives, procedures and evaluation instrument, using transparencies to more clearly define the model concept was given. Objectives included in the proposal will be the establishing of an advisory committee representative of all agencies and organizations concerned with both the conduct as well as the results of this project; establishing a series of five vocational task forces consistent with the geography interest, and school size represented by Merged Area XV. Welding, machine shop/machinist, electronics, secretarial/ clerical, and drafting were identified as pilot programs. The development of a master articulation agreement would be the end product. A project coordinator would be employed to facilitate the work.

ERIC RESEARCH

Dr. Poort distributed an ERIC research printout depicting other national areas where competency based programs have been implemented, for representatives to review as well as mentioning several national projects similar in design to this effort.

UNANIMOUS APPROVAL

Each participant in the meeting was asked if they are supportive of the project's concept and would actively work to effect an articulation agreement. Each person in turn replied that they wanted to pursue the project - unanimous support was given by faculty and administration from both Ottumwa High School as well as Indian Hills and AEA.

PROPOSAL REVIEW

A copy of the proposal draft will be shared with faculty at both Ottumwa High School and Indian Hills prior to its finalization. Input into its design, direction, and content would be sought.

MEETING ADJOURNMENT

The meeting adjourned at 9:30 p.m.

Betty Guest, Recorder

AREA XV SUPERINTENDENT'S MEETING

NOVEMBER 3, 1981

The following Area XV Superintendent meeting minutes were recorded at the regular monthly meeting held on Tuesday November 3, 1981, Building #41, Room #209, Area Education Agency.

OPENING — In a review of state issues, Chairman Templeton indicated that discussion is being held concerning the possibility of combining school extra-curricular programs. Mandated realignment of school conferences may be a possibility. Also, it appears that Block Grants may be a reality. The decision and procedures for distributing that money has not been decided. In further discussions relating to IPERS, Don Roseberry reported on a committee meeting where possible changes in IPERS were discussed. It was suggested that Ed Longnecker, Forrest Schwengels, and George Swearingen be asked to attend the December meeting for input on the IPERS program.

SPECIAL REPORT — Sam Wiley, DPI, discussed "Special Computations of Summary Totals Taken from the Secretary's Annual Rerpot". A copy is enclosed for those schools not present.

SPECIAL REPORT — Rex Wiant, IASB, updated the group on bargaining unit proposals at this point in time, as well as a review of national trends in negotiations. Rex will be available at 10:30 a.m., December 1, 1981, in Building #41.

IN-SERVICE — No report.

LEGISLATIVE — Harold Westra distributed and reviewed IASA's Position Statement on legislation. Suggestions from the group on legislation will be taken back to the IASA meeting. Harold also announced that legislative assignments for superintendents will be made soon and that the assignments will most likely be the same as last year.

IHCC — Tim Gerard, Area Planning Council Coordinator, provided an update on the recent meeting as well as the final make-up of the committee membership. The next meeting is scheduled for November 12.

IHCC (cont.)

Dr. Steve Poort, Dean of Instruction, Indian Hills Community College, reported on a pending project designed to articulate vocational programs grades 10 through 16 in Area XV. Advantages of such a project were outlined. DPI has set aside $50,000 for each of two years for which it is soliciting proposals to implement an articulation model. Preliminary discussions have been held with Ottumwa High School faculty and IHCC faculty, as well as AEA and the Area Planning Council. All have unanimously endorsed pursuing the project, citing the existing need. After a brief discussion, Albia Superintendent, James Mitchell moved and Ike Ryan, Eddyville Superintendent, seconded, that the Area XV Superintendent Association go on record in support of the project application. The motion passed unanimously.

AEA

No report.

DPI

Mary Hays presented a report "The Peer Helper Program" which is operational in some Iowa schools. She asked that any interested schools contact her for assistance in setting up the program.

Notes from Stan Kerr are enclosed.

FINAL COMMENTS

Bob Templeton indicated that any teacher seeking Endorsement 91 should have their transcripts evaluated by DPI to determine what courses, if any, are needed.

ADJOURNMENT

The meeting was adjourned. The next meeting is scheduled for December 1, 1981.

Respectfully submitted,
Robert Wells, **Secretary**

A VOCATIONAL EDUCATION ARTICULATION MODEL IOWA-SECONDARY

THROUGH FOUR-YEAR POST-SECONDARY MEETING

These minutes were recorded on an articulation meeting held on April 27, 1982 at the Ottumwa Country Club at 6:30 p.m. Those attending from Ottumwa High School were Ed Kuntz,Carl Lawrence, Carol Gullion, Ed Myers, David Hotchkiss, Harley Hecker, Ken Corbett and Chuck Milder. Those attending from Indian Hills Community College were Dr. Poort, Doug Walstrom, Charles Rosenbalm, Jerry Harshman, Linda Poli, Connie Schmitz, Tim Gerard, Carl Moore, Chuck Lawson, Dallas Dorsey, Jerry Ostrum, Bob Allison, and Doug Smith, DPI Consultant.

INTRODUCTIONS AND WELCOME

Dr. Poort called the meeting to order by introduction and welcoming of guests. He introduced Don Smith, DPI Consultant, Douglas Walstrom, Project Coordinator and IHCC faculty who would be working with the project. Ed Kuntz, OHS Principal, introduced the OHS staff that would be participating in the project.

Doug Walstrom, Project Coordinator, explained the goals of the project as being:

> "The goal of the project is to develop and pilot a process for vertically articulating curriculum between the secondary and post secondary levels of vocational technical education in Area XV. This goal includes both (A) The development and validation of procedure for developing those statewide products (task lists and competency records) needed for articulation and (B) the development of a process for teachers and administrators to follow as you utilize the articulation products through working with schools in Area XV".

DEFINITIONS

Doug, through the use of transparencies, explained the definitions of the terms to be used in the project:

> Curriculum Articulation Between Secondary Through Four-Year Post Secondary Schools.
>
> Examination of the Word 'Articulation'.
>
> Rationale + Review of Literature.
>
> Need for Articulated Education at all Levels.
>
> Elements of Articulation

DEFINITIONS (CONTINUED)

Articulation characterized as a process -- Attutude and a Goal.

The Two Major Types of Educational Articulation - Horizontal and Vertical.

PROGRAMS AND INSTRUCTORS

Doug explained the articulation model would involve six program areas - Electronics, Drafting, Welding, Secretarial/ Clerical and Machinist, with one other area to be selected, either in Home Ec or Agriculture.

He introduced the instructors and institutions as follows:

Program	Instructors	
Drafting	Dave Hotchkiss	OHS
	Carl Moore	IHCC
Electronics	Ron Langgin	OHS
	Jerry Harshman	IHCC
Machinist	Carl Lawrence	OHS
	Jake Mein	IHCC
Secretarial/Clerical	Carol Gullion	OHS
	Connie Schmitz	IHCC
Welding	Harley Hecker	OHS
	Charles Rosenbalm	IHCC

The sixth area to be selected will be chosen by September 1, 1982. The model for the other five areas will be drafted by September 1.

AREA PLANNING COUNCIL

Tim Gerard, Area Planning Council Planner, explained his role and the coordination of the two projects.

ADVISORY COMMITTEE MEETINGS

Doug asked that he be invited to attend all Vocational program advisory committee meetings related to this project. It would be helpful if college instructors were invited to high school vocational advisory meetings and vice versa.

VISITATION	Doug encouraged project program participants to visit their counterpart's laboratories and class during a class session. He offered to teach classes so that participants could do so.
BUDGET	The budget was discussed, noting travel at 20¢ per mile and faculty working on the model being reimbursed at $12.00 per hour.
OTHER MEETINGS	There will be called meetings, as the project necessitates. One will be for the selection of the model and participants will be notified well in advance.
AJJOURNMENT	The meeting adjourned at 9:30 p.m.

Betty Guest, Secretary

IOWA VOCATIONAL EDUCATION ARTICULATION MODEL

ADVISORY COMMITTEE MEETING

These minutes were recorded on the articulation meeting held on June 25, 1982 at the Computer building, Airport Campus at 8:30 a.m. Those attending from Ottumwa High School were Harley Hecker, Carl Lawrence, Carol Gullion, Ron Langgin, and David Hotchkiss. Attending from Fairfield was Keith Wells, Scott Moxom from Fremont, and Garland Ashbacher from Kirkwood Community College. Attending from Indian Hills Community College were Carl Moore, Linda Poli, Jake Mein, Connie Schmitz, Jerry Harshman, Ev Pilkington, Charles Rosenbalm, Tim Gerard, Dr. Poort and Doug Walstrom, Project Coordinator. Don Smith and Ron Jarchow were in attendance from the Department of Public Instruction and Consultant Dr. John Van Ast from Iowa State University.

WELCOME — Doug Walstrom, Project Coordinator, opened the meeting by welcoming all participants - explaining and outlining the activities of the day. He explained that by the end of the day Dr. Van Ast would have identified the necessary steps for the articulation process and that a model format for articulation will have been determined.

SALARY INPUT — Dr. Poort discussed with participants payment for their services and how it would be paid. He noted an hourly wage of $12.00 per hour in addition to mileage would be paid for today's meeting. Further discussion resulted in agreement on a $300.00 fee to be paid each participant upon completion of the individual program draft. The drafts are to be completed hopefully by the end of the summer. An estimated 12 to 15 hours is projected to be sufficient to complete individual drafts at this point in time.

DPI INPUT — Ron Jarchow and Don Smith, DPI, stressed concentration on keeping with the objectives of the project. "What we are after is a model for articulating vocational programs from elementary to community colleges to the universities, where applicable." They noted DPI would be working very closely with participants in developing the model. Ron explained the project came about from the results of a task force and their concern for students in vocational education being able to have access to quality programs that meet student needs. Also, the availability for the student to be aware of the articulation process from the high school, to be aware of the articulation process from the high school, to the community college, then to the university intertwined with the job market at any given point.

CONSULTANT Dr. Van Ast outlined nine points he would cover in his day's presentation:

1. Discussion and clarification of the term 'Articulation'
2. What are the components of a successful articulation process
3. What the major role of the group will be
4. What is the task force
5. Definition of an articulation process
6. Information reviewed in vocational studies
7. Review of seven systems reviewed from seven schools
8. The role of IHCC and the 26 secondary schools
9. What are the components

Dr. Van Ast referred to materials prepared for the study with main reference to the goal of the project, attitudes, and goals; and the two major types of educational articulation -- that of horizontal and vertical. He stressed using resources that are available -- do not re-invent the wheel.

By graphic illustration he demonstrated the articulation levels -- from the secondary schools, to the community college and on to universities, with employment of the student at any given point. He involved employment of the student and also adult education. Factors outlined by AVA and AACJC when describing successful articulation models surveyed by them were:

1. A formal agreement between two or more institutions
2. Systematic assessment of student performance
3. The willingness of local institutions to accept transfer of credits from other institutions
4. The use of a follow-up survey to ascertain how well the student has been trained
5. The existence of both a planning committee and joint membership of advisory councils.
6. Joint sponsorship of community need surveys
7. Release time and participation of faculty throughout
8. Shared counseling in job placement programs
9. Budget and program planning shared

Dr. Van Ast distributed materials descriptive of the career ladder concept, illustrating competency profiles in welding and nursing assistant programs.

In finalizing his presentation, Dr. Van Ast outlined the key components to consider in articulation.

1. Communication Skills
2. Establish model appropriate for each area
3. Work habits/skill attitude
4. Technical competencies
5. Job seeking human relations
6. Program information - orientation/counseling
7. Aptitude inventory
8. Work environment
9. Testing/evaluation
10. Industry advisory committee
11. Field tests
12. Procedure for transfer articulation
13. Revision update
14. Processes for total articulation process
15. Health/hand/psycho motor
16. Avoid duplication
17. Work experience course work

Stressing that we are competency - not open entry/open exit, or individualized, with this being the simplest model to design. Articulation accomplishments can actually be narrowed down to:

Articulation Agreement

- policy
- procedures
- placement/credit

Counseling

Curriculum

Follow-up/placement

Evaluation

Doug Walstrom, Project Coordinator, explained another meeting would be necessary to review materials Dr. Van Ast will bring. Dr. Van Ast will see that each participant receives a personal copy of each of three different competency-based articulated programs in their vocational field at the date of our next meeting. Actual cutting and pasting of the individual program models will occur at the meeting. Discussion among participants resulted in consensus on a Thursday, July 8th meeting, starting at 5:30 p.m., with a possibility of carrying over to a Friday morning session, only if necessary.

HOUSEKEEPING AREAS — Dr. Poort conducted several housekeeping chores such as filling out travel and payroll forms before leaving the meeting today--the hourly wage was to be figured on a five hour day. Social security numbers must be recorded.

DPI COMMENTS — Don Smith, speaking for DPI, was pleased with today's session -- making note of concerns that seemed evident at the start of the meeting seemed to have been overcome as the session progressed.

GENERAL COMMENTS — General comments from participants included that of a challenge, an important step coming from the ground level, instead of the "top" down, better understanding of the project -- what is to be done and why we are doing it, seeing nothing but good coming out of the project, "about time" etc....

NEXT MEETING — The next meeting is scheduled for Thursday evening, July 8th, at the Computer bldg., Airport Campus at 5:30 p.m. A deli will be served for supper at that time.

ADJOURNMENT — The meeting adjourned at 1:30 p.m.

Betty Guest, Secretary

IOWA VOCATIONAL EDUCATION ARTICULATION MODEL

ADVISORY COMMITTEE MEETING

These minutes were recorded on the articulation meeting held on July 8, 1982 at the Computer Building, Airport Campus at 5:30 p.m. Those attending from Ottumwa High School were David Hotchkiss, Carl Lawrence, Ron Langgin, Harley Hecker and Carol Gullion. Attending from Indian Hills Community College were Tim Gerard, Jake Mein, Connie Schmitz, Linda Poli, Ev Pilkington, Carl Moore, Charles Rosenbalm, Jerry Harshman, Dr. Poort, Scott Moxom, Don Smith from the Department of Public Instruction and Consultant Dr. John Van Ast from Iowa State University.

WELCOME

Doug Walstrom, Project Coordinator, welcomed the participants. and reviewed minutes of the June 25th meeting at which he and Dr. Van Ast made presentations.

He reviewed the six components in the steps of articulation as:

1) Occupations
2) Tasks - cognitive, psychomotor (skills) affective
3) Chart work study
4) Decision making
5) Instruction materials
6) Recordkeeping system

IOWA CURRICULUM ASSISTANCE SYSTEM

Dr. Poort introduced Dr. John Van Ast as the Director of the Iowa Curriculum Assistance System and will be establishing a library bank of curriculums (approximately 2,000). Anyone wanting curriculum materials is to contact him -- if they are not available, a search will be made for same.

Dr. Van Ast brought materials relating to the vocational programs involved in the Articulation Project. He offered the loan of any materials for those members requesting same.

SECONDARY/ POST SECONDARY TEAMWORK

Discussion regarding details in working as a secondary/ post secondary team in agreement with the other 25 schools who will be working on the model. Concerns noted will be between the high schools and the community college course levels, time slots, grades, course titles, job descriptions, and the testing of performance and knowledge.

GROUP DISCUSSION — After dinner the various vocational groups went into meetings to discuss and review materials Dr. Van Ast had brought with him.

Decisions for working together on the various models was discussed.

NEXT MEETING — The next meeting will be a called meeting when more materials are available for discussion.

ADJOURNMENT — The meeting adjourned at 9:30 p.m.

Betty Guest, Secretary

VOCATIONAL ARTICULATION MEETING

AUGUST 9, 1982

These minutes were recorded on the articulation meeting held on August 9, 1982 at the Computer Building, Airport Campus at 7:00 p.m. Those attending from Ottumwa High School were Carol Gullion, David Hotchkiss, and Ed Kuntz. Attending from IHCC were Chuck Lawson, Linda Poli, Charlie Rosenbalm, Tom Williamson, Jerry Harshman, Connie Schmitz, Ev Pilkington, Jake Mein, and Dr. Poort. Garland Ashbacher from Kirkwood Community College was in attendance as was Don Smith, DPI Consultant.

MEETING CALLED TO ORDER

Dr. Poort called the meeting to order at 7 p.m. and announced the resignation of the Project Coordinator, Doug Walstrom. He read a letter to project participants from Doug urging them to keep up the good work in making the 'Model' a great success.

NEW COORDINATOR

Dr. Poort introduced the new Project Coordinator, Tom Williamson, who has been working on a similar project, 'Vocational Outreach', now in its final stages of completion. This is a related project and Tom has already worked with many of those participants involved in the Articulation project. Tom's familiarity with the area, college, faculty, vocational counseling and the private sector should assist him greatly in coordinating the project.

FORMAT

Dr. Poort discussed the research he had conducted on the selection of a suitable format for participants to use in submitting their rough draft. The importance of a decision on this format being made at this meeting was stressed.

He distributed copies of the 'Schoolcraft' and 'Lincoln' models and went through them page by page with discussion on various guidelines applicable in setting up the selected model.

GUIDELINES

Guidelines discussed in reviewing the two formats, included:

- Number of competencies and definitions of same
- Developing guidelines in such a manner that students can understand the competencies as outcomes of their instruction

GUIDELINES (cont.)

- Ways of measuring whether the students can do the task
- In-service for all counselors with a booklet made up and placed in every counselor's office.
- Eventually developing an administrative manual for use and adoption by area high school and college administrators
- Human Relations not to be used at this time as a component

MINI GRANT

Chuck Lawson discussed a possible application to DPI for a 'mini grant' that would make it possible, if we are successful, for us to involve experts/generalists from business and industry with the project. Also, we would plan to bring in related instructors for their input. This suggested project process would enable us to validate those competencies we develop through input from key private sector personnel.

SELECTION OF MODEL

Discussion by participants in choosing the selected format resulted in agreement to follow Page II (JOB OPPORTUNITIES) and Page VIII (COMPETENCY, CONDITIONS AND LIMITATIONS, and CRITERIA OF ACCEPTABLE PERFORMANCE).

Those courses specifically identified for articulation from Ottumwa High School to Indian Hills - and the supporting competencies listed by number - are to be identified as follows:

STUDENTS DEMONSTRATING COMPETENCIES NUMBERED	WILL RECEIVE IHCC CREDIT IN THE AMT. OF	FOR IHCC COURSE #	COURSE TITLE

FOUR AREAS

Chuck Lawson reminded IHCC members to be aware of four different areas to be considered in articulation -- that of transfer, associate degree, diploma, and certificate.

DEADLINE

The deadline, as agreed upon, for submitting the rough draft was October 1. It will be then sent to the 26 high schools with related program emphases for their input. We still hope to work toward private sector validation this fall.

ADJOURNMENT

The meeting adjourned at 10:00 p.m.

Betty Guest, Secretary

ARTICULATION MEETING

November 18, 1982

These minutes were recorded at a joint meeting at the Indian Hills Community College Ottumwa Campus on November 13, 1982. Attending were representatives from the Articulation Task Force Committee, representatives from the private sector, IHCC administration and faculty, L.E.A.'s, Area Education Agencies, and representatives from the Department of Public Instruction.

WELCOME — Welcoming guests for the evening was Dr. Stephen M. Poort, Dean of Instruction; he explained the purpose of the meeting was to up-date educators with the articulation project, and validate occupational competencies with the private sector in up-dating job potential for students.

GUEST SPEAKER — President Hellyer introduced the guest Speaker, Dave Swanson Director of the Iowa Development Commission who recently chaired the Governor's High Technology Task Force.

Mr. Swanson told the group that Iowa Community Colleges will have to play a crucial role if new high-technology jobs and industries are to be attracted to the state and complimented Indian Hills on its commitment to high technology.

Swanson said the task force believes Iowa's quest for high technology should focus on more bio-engineering (genetics) jobs, since food processing and disease study are already found here. Other areas of concentration include micro-electronics, such as robots, computers, and other "software" energy alternatives, including coal gasification and bio-mass; and productivity improvements.

In other words, the closer ties between industries and schools are needed for the benefit of both.

GROUP SESSIONS — Members of the articulation task force committee met with private sector and related educators in the six program areas involved in the articulation project; namely, agriculture, drafting, electronics, machine operators, secretarial/clerical and welding for their input and reommendations.

WRAP UP — A 'wrap-up' session was conducted by Tom Williamson, Project Coordinator.

ADJOURNMENT — The meeting adjourned at 9:45 p.m.

Betty Guest, Secretary

VOCATIONAL ARTICULATION MEETING

DECEMBER 13, 1982

These minutes were recorded on the articulation meeting held on December 13, 1982 in the President's Dining Room, Ottumwa Campus at 4:30 p.m. Those attending were Garland Ashbacher, Keith Wells, Ron Langgin, Jake Mein, Jerry Harshman, Linda Poli, David Hotchkiss, Carol Gullion, Connie Schmitz, Carl Lawrence, Harley Becker, Carl Moore, Charles Rosenbalm, Everett Pilkington, Chuck Lawson, Scott Moxom, Dr. Poort and Tom Williamson.

INTRODUCTIONS AND PURPOSE OF MEETING

Tom Williamson introduced task force members and reviewed results of the November 18 meeting, sharing excellent feedback.

Tom explained the purpose of the meeting was for the task force to make a decision - where we go from here and goals to be accomplished in the next few weeks.

SYNTHESIZATION OF WRITTEN AND VERBAL INPUT FROM PRIVATE SECTOR EMPLOYERS AND PEER INSTRUCTORS

The need to put together information that has been obtained from employers and peers throughout the 26 schools was discussed by the committee, looking at a rough draft for student trial -- not the final version.

A February 15 deadline for the revision allowing 10 hours maximum at a rate of $12.00 per hour was agreed upon. Some models will need little or no revision -- members are to use their own personal judgment. These will not be the final drafts.

FIELD TESTING

Spring of '83 we will be field testing -- put it in some classrooms -- all secondary. We will be planning the logistics in field testing, identification of high schools and what vocational areas. Three categories to be discussed at the next meeting:

1. teachers available
2. identifications of high schools
3. when it is we want to get with respective high school people -- let them know we are not trying to dictate their curriculums to them.

Field testing will not begin until after a meeting with NOCTI and ARI.

EDITOR

An editor will be hired to edit the models -- a person with strong English and technical writing background and written at a level that most people will understand. The final draft, when completed, will be as polished as we can make it.

ASSIGNMENT OF DOT NUMBERS

In the assignment of DOT numbers, Chuck Lawson emphasized the importance to check and use new numbers where appropriate.

HANDBOOK FOR COUNSELORS AND ADMINISTRATORS

A handbook for counselors and administrators will be made up for working with the high schools.

REMINDER — Tom reminded members to fill out travel requests and time and earning sheets.

NEXT MEETING — The next meeting will be a 'called' meeting.

ADJOURNMENT — The meeting adjourned at 6:00 p.m.

Betty Guest, Secretary

VOCATIONAL ARTICULATION MEETING

MARCH 7, 1983

These minutes were recorded on the articulation meeting held on Monday, March 7, 1983, Ottumwa Campus. Those attending were Charles Rosenbalm, Harley Hecker, Keith Wells, Connie Schmitz, Carl Moore, Dave Hotchkiss, Carl Lawrence, Linda Poli, Carol Gullion, Tom Williamson and Dr. Poort. The meeting was called to order at 4:30 p.m. by Project Coordinator.

MODEL DUE

Tom Williamson, Articulation Project Coordinator, announced the deadline for revision of the models is 'now', and anyone not having completed their models is to do so in the very near future and return to him. He discussed the hiring of an editor to take a look at the models, revising for curriculum content, organization, grammar, etc., to make the model as near perfection as possible.

CREDITS PAGE

Discussion was on a 'credits page' that goes in the model to list credits that are going to be awarded for each competency. Tom explained a 'Lincoln' listing as a possible example for those members to follow in determining credits for each competency. Discussion was relative to transferring from secondary to post-secondary as to how much high school credit students would be allowed. Most of the responsibilities for determining secondary level credit will rest with the post secondary task force members. Jerry Harshman noted in his area of involvement the student could not shorten the length of the program but could take optional courses to augment.

N.O.C.T.I.

Tom explained N.O.C.T.I. testing and informed task force members the tests had been ordered but had not arrived as yet. Samples of tests will be available for members to determine whether they will be feasible for the Articulation project or not, as soon as they arrive.

FIELD MEETINGS WITH PEER INSTRUCTORS

Discussion relative to task force members going out into the area to visit instructors and establish communications resulted in a decision to go to the larger high schools, i.e., Ottumwa, Fairfield, Oskaloosa and possibly Centerville. Dr. Poort advised members that Ed Kuntz, Principal of the

FIELD MEETINGS WITH PEER INSTRUCTORS	Ottumwa High School said he would give members release time if they would want to do this. The suggestion was that the visitations be done after testing. Superintendents are to be contacted before visitation with contact made through Tom Williamson at Indian Hills.
MEETINGS WITH PRINCIPALS AND COUNSELORS	A meeting with Superintendents and Counselors was discussed. It was suggested that a handbook be prepared for Counselors' use.
SOUND/SLIDE PRESENTATION VIDEO	Tom explained that the sound on slide and video taped presentations are not ready as yet but should be available by March 24th. The sound on slide is being prepared by the College of Design (Iowa State) and the video taped presentation is being prepared by Kirkwood Community College. Presentations will be presented at the next meeting.
TIME AND EARNINGS RECORD/TRAVEL	Tom reminded members to fill out time and earning sheet as well as travel, where applicable. The rate for this session is $12.00 per hour for 1½ hours - also if anyone having monies due him for final revision of models is to also include same on this time sheet.
ONE MORE GROUP MEETING	Dr. Poort, Tom, and task force committee members discussed the need for one more group meeting to involve superintendents, principals, counselors, and task force committee members to discuss communication generalities that need to be tied together. Consensus of opinion and agreement was to have the dinner meeting on April 11th, social hour at 6:30 p.m., dinner at 7:00 p.m., meeting at 7:45 p.m. and probable dismissal at 8:30 p.m.
ADJOURNMENT	The meeting adjourned at 6:15 p.m.

Betty Guest, Secretary

A VOCATIONAL EDUCATION ARTICULATION MODEL FOR IOWA -

SECONDARY THROUGH FOUR-YEAR POST- SECONDARY

OCTOBER 6, 1983

An in-service meeting for secondary instructors, counselors, principals and task force members was held at Indian Hills Community College, on Thursday, October 6th at 6 p.m. Those attending were:

Tom Williamson	IHCC	Articulation Project Coordinator
Carl Moore	IHCC	Drafting
Vida Sisco	O.H.S.	Counselor
Dan Roberts	Cenerville	Drafting
Keith Wells	Fairfield	Agriculture
Ev Pilkington	IHCC	Agriculture
Harley Hocker	O.H.S.	Welding
Ann Spurgin	Albia	Business
Hjalmer Lindberg	Albia	Business
Ben Rockwell	Oskaloosa	Business
Carl Lawrence	O.H.S.	Machine Trades
Scott Moxom	Fremont	Blakesburg - Ag
Linda Poli	IHCC	Business
Chuck Lawson	IHCC	Vo/Tech Director
Steve Krosha	O.H.S.	Electronics
Larry Boer	Hedrick	Agriculture
Ron Bartels	Albia	Machine Trades
Bill Bernard	IHCC	Counselor
Ron Oswalt	IHCC	Counselor
Carol Gullion	O.H.S.	Business
Jerry Harshman	IHCC	Electronics
Dan Kent	Eddyville	Agriculture
David Carter	Moravia	Agriculture
James L. Miller	Moravia	Machine Shop & Drafting
Ron Langgin	O.H.S.	Electronics
Dennis Hasselman	Fremont	Agriculture
David Hotchkiss	O.H.S.	Drafting
Betty Guest	IHCC	Project Secretary

INTRODUCTIONS

Tom Williamson, Articulation Project Coordinator, welcomed guests attending, and outlined the evening's in-service agenda. He explained the Project as a joint project between IHCC and the 26 high schools - to eliminate some duplication between the secondary and post secondary instruction. He explained the six models as being 'rough' drafts with the final draft to be completed at the end of the project.

ARTICULATION

Tom introduced Chuck Lawson, Vo/Tech Director at IHCC. Chuck explained the articulation in the six vocational areas and noted that if this project is successful it would, in all probability, be used in other areas. He noted that IHCC (Ottumwa) is the only place in the State doing this articulation model.

WHAT IS ARTICULATION?

Tom Williamson presented a tape on the project - explaining what takes place in articulation, the origination of the project, etc. He explained the need for field testing with completion and comments on the models to be mailed back to him by November 14th.

SMALL GROUPS

The members attending broke into small groups by vocation, with task force members explaining procedures to use in working with the student competencies.

ADJOURNMENT

The meeting adjourned at 9:30 p.m.

NEXT MEETING

The next in-service meeting will be Thursday, October 13th.

Betty Guest, Project Secretary

A VOCATIONAL EDUCATION ARTICULATION MODEL FOR IOWA -

SECONDARY THROUGH FOUR-YEAR POST-SECONDARY

OCTOBER 13, 1983

A meeting of **secondary** instructors, counselors, and post-secondary instructors involved in the Articulation Model for Iowa was held at **Indian** Hills Community College on Thursday, October 13th at 6 p.m. **Those** attending were:

John Brickey	Counselor	Hedrick
Diane Goudy	Business	Fairfield
Lowell Knapp	Drafting/Elect.	Fairfield
Ron Langgin	Task Force	O.H.S.
Chuck Hunt		Fairfield
Janet Becker	Business	Hedrick
Chas Rosenbalm	Welding	Ottumwa
Carl Moore	Task Force (Draft)	I.H.C.C.
Carol Gullion	Task Force (Bus)	O.H.S.
Carl Lawrence	Task Force (Machine)	O.H.S.
Harley Hecker	Task Force (Weld)	
Jake Mein	Task Force (Machine)	I.H.C.C.
John R. Ohlinger	Business	O.H.S.
Jerry Harshman	Task Force (Elect)	I.H.C.C.
Kevin Frisch		Cardinal
Denny Nelson	Counselor	Cardinal
Dale Coffman	Ind. Arts	Cardinal
Dave McQuoid	Task Force (Weld)	I.H.C.C.
Dianne Scott	Vo-Ag	Centerville
Scott Moxom	Task Force (Ag)	Blakesburg
Joan Salt	Business	Keota
David Hotchkiss	Task Force (Draft)	O.H.S.
Connie Schmitz	Task Force (Bus)	I.H.C.C.
Betty Guest	Project Secretary	I.H.C.C.
Don Smith	Consultant	D.P.I. (Des **,pomes**)
Tom Williamson	Project Coordinator	I.H.C.C.

WELCOME AND INTRODUCTIONS

Tom Williamson, Project Coordinator, welcomed and introduced secondary and post-secondary instructors, counselors and DPI Consultant Don Smith.

WHAT IS ARTICULATION?

Tom Williamson explained articulation as the working together of secondary and post-secondary instructors in pre-testing to eliminate duplication of courses for the students, as well as saving time and money.

Tom presented a video tape on the origination of the articulation project — the progress to date, and the resulting outcome.

He emphasized the models the instructors will be working with are 'rough drafts' and the final draft will be a refined copy inclusive of input from instructors as well as the private sector.

SMALL GROUPS

The task force worked with the instructors, by vocation, in explaining the models and the competencies to be used. Tom Williamson asked the secondary instructors to take the models into the classrooms, go through the competencies using present instructional materials. He asked them to be returned by November 14th.

ADJOURNMENT

The meeting adjourned at 9:30 p.m.

Betty Guest, Project Secretary

INDIAN HILLS COMMUNITY COLLEGE

ARTICULATION TASK FORCE COMMITTEE MEETING

These minutes were recorded on the Articulation Task Force Committee Meeting held on Monday, April 2, 1984, IHCC Board Room, Ottumwa Campus at 4 p.m. Members attending were Jerry Harshman, Linda Poli, Connie Schmitz, Chuck Lawson, Everett Pilkington, Dallas Dorsey, Bob Hillock, Dave McQuoid, Dr. Poort, and Project Coordinator Tom Williamson.

TRANSFER OF CREDIT FORM — Tom Williamson distributed a sample 'Transfer of Credit Form' that was devised by Chuck Lawson and Tom. Task Force members were asked to review the form and modify or recommend changes - - he explained they would have to determine how many credits they would want to accept on the post-secondary level based on the competencies within their curriculum model. Also, a reminder of the new catalog numbers where we now have quarter hours will have to be changed to semester credits. IHCC articulation task force members are to meet with their secondary counterpart to determine the competencies on the level that needs to be completed. A timeline of two weeks was set to meet with the secondary task force member.

EVALUATION FORM — A review of the evaluation form was discussed - a few changes will be made and it will be used at the 'wrap-up meeting'.

WRAP-UP MEETING — A date of May 3rd was set for the wrap-up meeting. Members will be notified of time, place, etc..

MEETING ADJOURNED — The meeting adjourned at 5:30 p.m.

Betty Guest, Secretary

VOCATIONAL EDUCATION ARTICULATION MEETING

MAY 3, 1984

These minutes were recorded at a final "wrap up" meeting on May 3, 1984 at the Ottumwa Campus. Those attending were Jerry Harshman, Ron Langgin, Jake Mein, Carl Lawrence, Everett Pilkington, Carl Moore, Darrel Beavers, Larry Benne, Carol Gullion, Ann Aulwes, Bob Allison, Connie Schmitz, Dallas Dorsey, Linda Poli, Bob Hillock, Curt Bloomquist, Garland Ashbacher, Dve McQuoid, Charles Rosenbalm, Ed Myers, Keith Wells, Charles Lawson, Don Smith, Tom Williamson and Dr. Poort. Tom Williamson called the meeting to order at 7:30 p.m.

INTRODUCTION — Tom Williamson, Articulation Project Coordinator, introduced the members attending and the various areas represented. He thanked members for their cooperation in putting together the articulation models and announced to them that the project is now in its final stage.

REVIEW OF PROJECT OBJECTIVES — Dr. Poort reviewed the objectives of the project as originally established at its inception. He reviewed the research that was done in putting together the models, and each of the project objectives in turn. He explained the evaluation instrument that would be completed by task force members at the close of the meeting, summarized, and used in the final report. A complete set of models will be mailed to all local high schools. Copies of the models will be given to all task force members.

ROUND-TABLE COMMENTS — Dr. Poort asked members to offer final perceptions on the project.

Connie Schmitz - referred to the closeness of courses between the high school and community colleges.

Dallas Dorsey - expressed first opinion was that of a complicated process. Sees it now as very workable

Linda Poli - noted the good communications between the high school and IHCC

feels their particular area could have articulated more courses

Bob Hillock - expressed 'articulation' as a step in the right direction

GENERAL COMMENTS (CONT'D)

Garland Ashnacher	- will be trying articulation with two to five schools - feels that it was a good project
Keith Wells	- worked with the project for two years -- feels it has been good
Ed Myers	- inquired if it would be possible for the student to take this credit for another institution -- feels it was a good project
Chuck Lawson	- stated this is one of the major areas of articulation - secondary/post secondary and universities
Jerry Harshman	- noted 'electronics' identified eight hours in the area they thought could be articulated
Ron Langgin	- I think we have a very workable model that other area schools can deal with. It has helped me establish better communications with IHCC.
Jake Mein	- I think articulation is long overdue - we have updated curriculum and worked together with the high school. Should work with small schools -- it is for the benefit of the student - everyone will gain from it.
Carl Lawrence	- likes the fact that the student can eliminate going through repetition of cour
Everett Pilkington	- likes the elimination of repeating courses from the secondary to post-secondary level
Carl Moore	- as far as the drafting program is concerned, this has been a wonderful thing. now working with CAD/CAM program

GENERAL COMMENTS (CONT'D)

Larry Benne	- feels everyone in Area XV will benefit from the project
Carol Gullion	- at first experienced many frustrations - now feels it is a workable model - should have thought more about the courses we could articulate - would like to start over
Bob Allison	- agrees on articulating Arts and Sciences and vo/tech
Don Smith	- the important thing is how you went about it -- the relationships you came up with. Stressed continuing with relationships and sticking with the articulation process

AWARD CEREMONY — Tom Williamson, Project Coordinator, thanked members for their outstanding cooperation in making the project such a success, and awarded 'Certificates of Appreciation' indicative of the institution they represent as well as the project itself.

PROJECT EVALUATION — Tom distributed evaluation forms to be completed and explained a tally would be made of the results and used in the final report.

ADJOURNMENT — The meeting adjourned at 9:00 p.m.

Betty Guest, Secretary

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